

Technical Committee Report and Curriculum Guide
for
Idaho Family and Consumer Sciences

Parenting and Child Development

IBEDS 22204



Idaho Division of Professional-Technical Education

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INTRODUCTION

The Parenting and Child Development curriculum framework was developed by a team comprised of Idaho Professional-Technical Education staff and Idaho State University personnel. The curriculum team developed the Parenting and Child Development framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho curriculum guide, Idaho recommended textbooks and other states' curricula.

A committee of selected Idaho teachers participated in the review process, made recommendations and shared activities and resources to be included in the Activity/Resource guide.

This curriculum framework reflects the knowledge and skills recommended for 10th, 11th, and 12th grade students. Students completing the Parenting and Child Development course are better prepared for the challenges of parenting as well as living and working in today's society. The competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a cumulative record of student progress and provides documentation of competence for articulation purposes.

The Parenting and Child Development curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should use advisory committees to consider local and community needs.

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PARENTING AND CHILD DEVELOPMENT

COURSE DESCRIPTION

This is a one- or two-semester/trimester course that emphasizes parenting choices and parenting decisions. Content includes pregnancy stages of prenatal development and the physical, intellectual, social and emotional development of the infant and young child. This course is designed to strengthen parenting and guidance skills, positive family relationships, safety, and health practices. Students will learn to evaluate child care services and to explore careers related to young children. This course is a prerequisite for Early Childhood Professions and the Education Assistant programs.

FCCLA (Family, Career, and Community Leaders of America) leadership activities are an integral part of this course.

IMPORTANT INFORMATION

The purpose of these materials is to guide the Family and Consumer Sciences teacher in the development of the Parenting and Child Development course. This framework and the accompanying activities and resources have been prepared to serve as a basis for planning learning experiences which will provide students with an opportunity to develop knowledge and skills in parenting and child development.

Delivery of the Parenting and Child Development Curriculum

The Family and Consumer Sciences Education classroom has moved from a technical/skill oriented classroom to a critical science perspective that implements a problem-centered approach. The critical science curriculum examines and questions *ends* as thoroughly as the means for achieving those ends. Students should be guided in examining and questioning the valued ends. They should evaluate a number of possible alternatives. Students connect ideas to generate new solutions to real-world problems. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well being of self and others in the home, workplace, community and world.

Full-class participation is emphasized with teamwork as well as individual projects and/or study. There should be enough room for tables, chairs and equipment. There should be storage for resources, display activities, materials, software, and projects. Equipment should include computers, printers, video equipment and early childhood materials.

The teacher is the facilitator and the manager of the classroom environment and resources. He/she cooperatively plans with other teachers and students to identify instructional goals and creative activities so that students are active learners rather than passive recipients of knowledge. While moving about the classroom, the teacher monitors and provides assistance to students who are developing skills through hands-on activities. Students should also be problem-solving, doing action projects, investigations, research and leadership activities through FCCLA (Family, Career and Community Leaders of America), to apply what they have learned.

FCCLA is a co-curricular student organization that has the family as its central focus. When FCCLA is incorporated into the curriculum, the classroom is alive with activity, sound and conversation. The FCCLA programs help students make connections with current and new knowledge and helps make learning relevant to their lives.

Teacher Qualifications

The teacher of this course must hold a standard secondary certificate and an endorsement in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience or a recent internship experience to gain knowledge about career opportunities in family and consumer sciences occupations in early childhood. FACS teachers should regularly attend in-service activities and conferences to update their teaching skills and content knowledge.

Length and Level of this Course

This course is a one- or two-semesters/trimester experience at the 10th, 11th or 12th grade level. This course is a prerequisite and part of the sequence of courses for the Education Assistant and Early Childhood Professions programs.

Recommended Resources

Parenting and Child Development Activity/Resource Guide, 2004; Materials from the State Department of Education; 2004 Curricular Materials Guide for Family and Consumer Sciences Education; FCCLA Resource Materials including FACTS, Families First, Focus on Children, STAR Events and Community Service

Career Clusters

This course is recommended for all students because the course content helps students develop essential life and relationship skills necessary for living and working in a diverse, global society. Occupational areas related to the Parenting and Child Development curriculum are included in the Human Resources Career Pathway. Examples include early childhood and elementary education, special education, child and family services, law, social and community services.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June, 2004

PROGRAM TITLE: Parenting and Child Development (one or two semesters/trimesters)

IBEDS 22204

I MAJOR CONCEPTS/CONTENT:

Parenting and Child Development addresses issues of parenting choices, parenting decisions, pregnancy, birth, and child development from prenatal through infant and the young child.

II WORK-BASED LEARNING ACTIVITIES:

It is recommended that the teacher arrange for a pre-school environment for observation, volunteering or actual work experience depending on available opportunities. The teacher might have an actual preschool in the course or partner with an available day-care/pre-school in the community.

III NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 1.0 Integrate multiple life roles and responsibilities in family, work and community settings.
- 2.0 Evaluate management practices related to the human, economic, and environmental resources.
- 6.0 Evaluate the significance of family and its impact on the well being of individuals and society.
- 12.0 Analyze factors that impact human growth and development.
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.
- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

IV CONTENT STANDARDS

After successfully completing this course, the student will be able to:

- 1. ANALYZE ROLES AND RESPONSIBILITIES OF PARENTING
- 2. ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO BEGINNING THE PARENTING PROCESS
- 3. ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN
- 4. EVALUATE PARENTING PRACTICES THAT GUIDE HEALTHY DEVELOPMENT OF CHILDREN
- 5. EXAMINE CHALLENGES FACED BY FAMILIES
- 6. EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

SUGGESTED SCOPE AND SEQUENCE Parenting and Child Development

- | | | | |
|---------------------|---|----|---|
| 1 – 2 Weeks
5% | (| 1. | Parenting Roles and Responsibilities |
| | (| A. | Readiness for parenting |
| | (| 1. | Self-esteem and awareness |
| | (| 2. | Physical and emotional maturity |
| | (| B. | Parenting choices, decisions, and responsibilities |
| | (| C. | Exploring the realities of being a parent |
| | (| 1. | Role of father |
| | (| 2. | Role of mother |
| | (| D. | Families |
| | | | |
| 3 – 6 Weeks
15% | (| 2. | Beginning the Parenting Process |
| | (| A. | Reproduction and conception |
| | (| B. | Prenatal development |
| | (| C. | Prenatal care – physical and emotional |
| | (| D. | Labor and delivery |
| | (| E. | Post-natal period |
| | | | |
| 6 – 12 Weeks
40% | (| 3. | Developmental Stages: Physical, Emotional, Social, Intellectual |
| | (| A. | Newborn |
| | (| B. | Toddler |
| | (| C. | Pre-School |
| | (| D. | School/Work Base Experience (Pre-School) |
| | | | |
| 4 – 8 Weeks
20% | (| 4. | Positive Parenting Practices |
| | (| A. | Relationships and communication |
| | (| B. | Culture and environment |
| | (| C. | Guidance and discipline |
| | (| | |
| | | | |
| 3 – 6 Weeks
15% | (| 5. | Family Stability and Challenges |
| | (| A. | Balancing work, family, and community |
| | (| B. | Family pressures: |
| | (| C. | Child Abuse and Neglect |
| | (| D. | Community resources to assist families |
| | | | |
| 1 – 2 Weeks
5% | (| 6. | Careers in Early Childhood Professions |
| | (| A. | Occupations related to early childhood |
| | (| B. | Education, training, and personal characteristics |

CURRICULUM FRAMEWORK

Parenting and Child Development

1. Content Standard: ANALYZE ROLES AND RESPONSIBILITIES OF PARENTING

1.01 Competency: ANALYZE FACTORS THAT CONTRIBUTE TO READINESS FOR PARENTING

PERFORMANCE INDICATORS:

1. Identify qualities needed by effective parents
2. Explain the implications of self-esteem and self-awareness
3. Explain the rewards and responsibilities of parenting
4. Distinguish between sexuality and sexual activity
5. Examine emotions and emotional maturity
6. Analyze parenting choices and decisions
7. Distinguish between good and bad choices and their consequences
8. Describe challenges and risks faced by teen parent
9. Evaluate reasons some people choose not to parent
10. Explain the decision-making process related to becoming parents

1.02 Competency: EXAMINE THE REALITIES OF BECOMING A PARENT

PERFORMANCE INDICATORS:

1. Explain popular myths about parenting
2. Determine personal adjustments for parenting
3. Examine parenting roles throughout the life cycle
4. Determine the financial responsibilities of parenthood
5. Analyze the legal responsibilities of parents through the life cycle

1.03 Competency: EXAMINE THE STRUCTURE, ROLES AND FUNCTIONS OF FAMILIES

PERFORMANCE INDICATORS:

1. Explain ways families may be formed
2. Explain family structures
3. List functions of the family
4. Explain how families have changed over the years
5. Describe stages of the family life cycle
6. Explain influences that make each family unique

2. Content Standard: ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO BEGINNING THE PARENTING PROCESS

2.01 Competency: EXPLAIN THE BIOLOGICAL PROCESS OF HUMAN PRODUCTION

PERFORMANCE INDICATORS:

1. Explain the reasons to plan for parenthood
2. Identify factors that influence family planning decisions
3. Explain the male and female role in reproduction
4. Explain the importance of pre-pregnancy health of mother and father
5. Explain the role of heredity and genetics
6. Identify causes of infertility
7. Explain legal and ethical impacts of reproductive technology
8. Examine implications of alternatives to biological parenthood

2.02 Competency: EXAMINE PREGNANCY AND PRENATAL DEVELOPMENT

PERFORMANCE INDICATORS:

1. Describe the process of conception
2. Describe highlights of month-by-month prenatal development
3. Identify signs that may indicate pregnancy
4. Describe physical and emotional changes that occur during pregnancy
5. Analyze factors contributing to the overall health of the mother and father
6. Explain the father's role during pregnancy.
7. Describe complications that may occur during pregnancy

2.03 Competency: ANALYZE PRENATAL CARE THAT AFFECTS THE HEALTH OF THE PARENTS AND THE CHILD

PERFORMANCE INDICATORS:

1. Explain the importance of quality prenatal medical care early in pregnancy
2. Describe medical care needed
3. Examine nutritional needs during pregnancy
4. Explain why proper weight gain is important
5. Explain the importance of exercise
6. Examine factors that increase health risks to mother and baby

2.04 Competency: EXAMINE CHILDBIRTH PREPARATION DECISIONS

PERFORMANCE INDICATORS:

1. Explain the benefits of prepared childbirth classes
2. Compare available birthing options and financial consequences
3. Determine essential baby supplies for the newborn
4. Compare breast-feeding and bottle-feeding
5. Explain parental leave
6. Determine factors to consider when selecting a doctor for the baby

2.05 Competency: EXAMINE THE PROCESS OF LABOR AND DELIVERY

PERFORMANCE INDICATORS:

1. Describe the signs of labor
2. Explain common procedures before, during and after birth
3. Identify key events during the stages of labor
4. Compare childbirth methods
5. Explain the importance of bonding
6. Describe appropriate post-natal care for mother and infant
7. Analyze the father's role during childbirth and post-natal period
8. Explain the role of family in the birthing process

3. Content Standard: ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN

3.01 Competency: EXPLAIN CHANGES DURING THE FIRST DAYS AFTER BIRTH

PERFORMANCE INDICATORS:

1. Describe the appearance and abilities of a newborn
2. Demonstrate proper techniques for holding, feeding, bathing and dressing a newborn
3. Describe a newborn's sleeping habits

3.02 Competency: ANALYZE THE DEVELOPMENT OF INFANTS FROM BIRTH TO ONE YEAR

PERFORMANCE INDICATORS:

1. Describe physical, emotional, social, and intellectual development of infants
2. Explain strategies to enhance development of infants through activities and play
3. Examine the nutritional needs of infants
4. Analyze hygiene, health and safety needs of infants
5. Explain strategies to provide preventive health care services
6. Analyze developmental theories of infants
7. Examine brain research related to infant learning and development
8. Describe strategies to meet individual developmental challenges and special needs
9. Practice infant care using baby simulator or other hands-on experience

3.03 Competency: EXAMINE THE DEVELOPMENT IN TODDLERS AND PRESCHOOLERS

PERFORMANCE INDICATORS:

1. Describe physical, emotional, social, and intellectual needs and growth patterns
2. Describe strategies to enhance development of children through activities and play
3. Prepare developmentally appropriate activities and instructional aids
4. Plan and supervise play and other activities to help children grow and develop
5. Explain the nutritional needs of young children
6. Plan and supervise age-appropriate food experiences
7. Explain the hygiene, health, and safety needs of young children
8. Describe strategies to provide preventive health care services
9. Analyze developmental theories in growth and development of children
10. Examine brain research related to early childhood learning and development
11. Plan, organize, and operate a preschool and/or other teaching experience
12. Document observations in a daycare, preschool or early childhood setting

3.04 Competency: ANALYZE FACTORS OF CHILD WELL-BEING IN IDAHO AND THE U.S.

PERFORMANCE INDICATORS

1. Identify risk factors that affect child well-being
2. Analyze the short-term and long-term affects of these risk factors on development, school performance, and quality of life
3. Explore negative outcomes associated with risk factors of young children
4. Examine community-wide strategies to strengthen families to enhance child well-being
5. Outline programs proven successful in improving child well-being

4. Content Standard: EVALUATE PARENTING PRACTICES TO GUIDE HEALTHY DEVELOPMENT OF CHILDREN

4.01 Competency: ANALYZE POSITIVE PARENT/CHILD RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Describe the vital role of parents in children's development
2. Explain how children learn behavior patterns
3. Analyze various parenting styles
4. Describe age-appropriate expectations for children
5. Demonstrate appropriate communication skills at various stages of development
6. Explore ways to encourage children to express feelings
7. Examine nurturing practices that support growth and development
8. Plan and organize activities that are age appropriate for preschoolers

4.02 Competency: EXPLORE INFLUENCES OF CULTURE AND ENVIRONMENT ON GROWTH AND DEVELOPMENT

PERFORMANCE INDICATORS:

1. Investigate how children are viewed in a variety of ethnicities and cultures
2. Explain how culture and ethnicity influence child-rearing practices
3. Explore personal attitudes that influence cultural bias
4. Explain the impact of social, economic and technological forces on growth and development
5. Examine the effects of gender on individual development
6. Examine the effects of life events on physical and emotional development

4.03 Competency: EXPLORE PARENTAL RESPONSIBILITY TO NURTURE, GUIDE, AND DISCIPLINE

PERFORMANCE INDICATORS:

1. Distinguish between guidance, discipline, and punishment
2. Identify importance of developmentally appropriate expectations
3. Analyze short-term and long-term outcomes of guidance, discipline, and punishment
4. Evaluate alternative approaches for guidance and discipline of children
5. Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques
6. Identify strategies for encouraging responsible behavior
7. Practice positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior
8. Plan, organize, and operate a preschool and/or other teaching experience
9. Document observations in a daycare, preschool or early childhood setting

5. Content Standard: EXAMINE CHALLENGES FACED BY FAMILIES

5.01 Competency: ANALYZE THE MANAGEMENT OF MULTIPLE

PERFORMANCE INDICATORS:

1. Identify the multiple roles of parents
2. Evaluate options for the physical care of children
3. Analyze the effects of career options on lifestyle and child rearing
4. Apply management processes to balance home and work responsibilities
5. Identify methods of managing various stress and crisis situations

5.02 Competency: EXPLORE CHILD CARE SERVICES

PERFORMANCE INDICATORS:

1. Analyze factors affecting child-care decisions
2. Identify available child-care alternatives
3. Compare costs vs quality related to child care options
4. Examine criteria for evaluating quality child-care services
5. Evaluate child-care services available to parents
6. Describe common concerns of parents who use substitute child care

5.03 Competency: EXAMINE THE CONSEQUENCES OF LOSS AND OTHER FAMILY STRESSORS

PERFORMANCE INDICATORS:

1. Explain the effects of the loss of a child
2. Explain the effects of parental death and divorce on children
3. Research the effects of children raised in single parent, and blended households
4. Analyze the effects of substance abuse and domestic violence
5. Describe strategies to meet the needs of children with developmental challenges and special needs
6. Explain the effects of job loss and financial crises on the family
7. Review current laws related to parenting
8. Summarize community resources available for parents

5.04 Competency: EXAMINE CHILD ABUSE AND NEGLECT

PERFORMANCE INDICATORS:

1. Define child abuse and child neglect
2. Analyze factors that contribute to situations of child abuse and neglect
3. Analyze outcomes of child abuse and child neglect
4. Provide strategies for managing anger, frustration, separation, and loss
5. Examine legal responsibilities for reporting suspected child abuse and neglect
6. Identify strategies to break the cycle of abuse and neglect

5.05 Competency: RESEARCH SOURCES OF PARENTING INFORMATION, SUPPORT AND ASSISTANCE

PERFORMANCE INDICATORS:

1. Explain the needs for parenting information, support, and assistance
2. Identify components of an effective parenting support system
3. Identify sources of parenting information, support, and assistance within the community
4. Develop criteria for evaluating parenting information, support and assistance
5. Evaluate external support systems that provide services to parents
6. Examine the phenomenon of grandparents raising grandchildren

6. Content Standard: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

6.01 Competency: EXPLAIN OPTIONS AVAILABLE IN CAREERS RELATED TO YOUNG CHILDREN

PERFORMANCE INDICATORS:

1. Identify career opportunities in child-related fields
2. Describe trends that affect child-related careers
3. Explore early childhood careers and career ladders or pathways
4. Explain rewards and challenges of working with young children
5. Describe how to find secure employment
6. Explain the benefits of participating in student organizations

6.02 Competency: RESEARCH SKILLS, EDUCATION, AND TRAINING

PERFORMANCE INDICATORS:

1. Describe personal characteristics and qualifications needed to work with young children
2. Explain education and training needed for early childhood professions